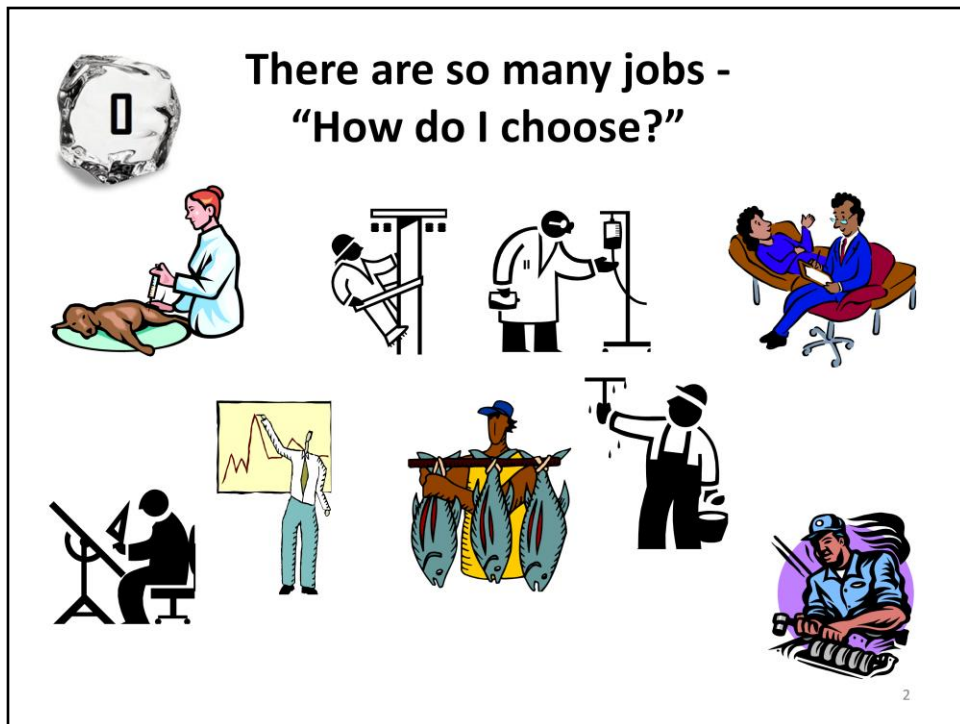


# Transition Career Exploration Workshop

## Exploring Occupations



The Transition Career Exploration Workshop is a product of the Maine Department of Labor. The ND Division of Vocational Rehabilitation has permission to add the ND DVR brand to all information.



**Facilitator Notes:**

**Narrowing Employment Options.** When participants begin to do the search, some may feel they now have too many options. How do they narrow down their choices?

**LEARNING OBJECTIVE:** Participants will learn how to research and use labor market & occupational information in determining future employment goals.

The challenge is how to sort out all the information about jobs and themselves and then decide what's a good "match." It is a known fact that people switch occupations during their lifetime. What is important is to select a job that can get them started on the path of finding what their best "match" will be. Everyone starts out at an entry level position, no matter how much education they have.

What really matters is that a person begins to get work experience, references, an understanding about how work environments operate – the dynamics of work, and to get an idea of what career management really means. It is a stepwise progression toward their goal. VR helps them to get started by teaching them about how to get a job, how to keep a job, how to change jobs, how to manage the dynamics of the workplace. These are the things that make a person feel and be successful.

Your career path is a life-long process, and you need to stay in control of the path.

## Narrowing Your Focus



Bank Teller, Personal  
and Home Care  
Aides, Hair Dresser,  
Cosmetologist, or  
Medical Equipment  
Repair Technician

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### **Facilitator Notes:**

One of the goals of this workshop is learning how to “narrow your focus” on those jobs that have a connection to you!

## Finding the Clues to Explore Occupations

### DO YOU HAVE ANY CLUES?

- Are there any occupations or groups of occupations that might “match” any of the self-assessment results that you completed?
  - *Hint – Participant Workbook: Self-Exploration*
  - Interests, Values, Aptitudes, Skills, WOWi, etc.
- You can now compare your characteristics or combination of characteristics to any occupational information that you gather.

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### Facilitator Notes:

What you have learned about yourself can help you to narrow down your occupational options during your job search. So how do you narrow down your options?

There is an abundance of information to sift through. What does it mean to them? Do they need help? Their VR counselor can help too.

## Exploring Occupations

- **Gather/read/view** printed or video information about your occupation(s) of interest.
- **Talk to someone** who does that occupation.
- **Visit the workplace** of that occupation.
- If possible, **get some work or volunteer experience** related to that occupation.

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### Facilitator Notes:

These are four steps to learning about occupation:

1. Gather, read, view printed materials and view videos about your occupation (s) of interest to understand what the day to day job tasks will be.
2. Talk – to someone who is doing the work you are interested in through Informational Interviewing.
3. Visit – at the same time you are talking to a person through Job Shadows.
4. Get some experience – volunteer, get an entry level job, do an internship (paid or unpaid).

RTV<sup>2</sup> = Read, Talk, Visit & Volunteer.



## Where Do I Begin?



- I already have some clues:
  - **Holland Inventory (California Career Zone)**
  - **World of Work Inventory**
    - Here are two lists of occupations related to what you like to do.
    - Compare them – what do you find?



*Check the “O” page of your **Participant Workbook**.*

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### Facilitator Notes:

**Projected Time: 10 mins.**

Your Holland results gave you a list of occupations related to your Holland Type. You need to explore those occupations of interest to you to learn about the day-to-day activities of that work. It may or may not be what you think. And it may be exactly what you are looking for!

Have participants retrieve their Holland list of occupations from the California Career Zone activity or O\*NET Interest Inventory, or have them check the “O” page of their Participant Workbook.

Now bring them to the next slide to compare with the WOWi (World of Work Inventory list of occupations).



## Some Other Clues

### Results of World Of Work Inventory

- **Summary Page**

- Self Selected choices
  - » Occupational Areas
  - » Best Liked Subjects



- **Interpretive Report**

- **Career Recommendations** based on:
  - » My aptitudes (what I'm good at doing)
  - » My values (what I think is important in the workplace)
  - » My interests (what I prefer to do)



*Check the "O" page of your **Participant Workbook**.*

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#### **Facilitator Notes:**

(you could have them check the "O" page of their Participant Workbook) or

The Summary Report of the WOWi lists the area of Self Selected Choices that indicate a list of Occupational Areas and Best liked subjects.

As part of the interpretive report, your WOWi inventory gave you 2 lists to explore:

1. A list of Career Interest Activities that reflect your preferences for activities related to each of the career areas. The Highest measured Career Interest Areas provide the foundation on which recommendations are based. They indicate areas of Interest, areas you are neutral about and areas you are not interested in.
2. A list of Career Recommendations are based on your scores in all the sections you completed in the inventory. The recommendations are listed according to the level of education that is required to perform these job duties. Next to the job title, you will find the O\*NET code that matches that occupation so that you can find out more about that job. Not everyone wants to go on to get more education, and this will help you to get into a job you like or an entry level position that will start your career steps toward your goal.

From the Holland List and the WOWi results, are there any similarities? (If not, why do you think that is?) Have a discussion about their findings.



# Where Do I Find Information on Occupations?

## OCCUPATIONAL INFORMATION RESOURCES

- Your Local Career Center
- Printed or Computer Materials
  - School or local Library
  - School Guidance Office
- **Computer Resources**
  - O\*NET – [www.onetonline.org](http://www.onetonline.org)
  - Occupational Outlook Handbook - [www.bls.gov/oco/](http://www.bls.gov/oco/)
- **Informational Interviews** – more later
- **Job Shadowing** – more later
- **Volunteering** – more later



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### Facilitator Notes:

This is a list of places to find and explore information on occupations.

You may want to have some of the print resources available to show participants.

Later, we will explore informational interviewing, job shadowing and volunteering in more detail.





## Researching Occupations in North Dakota

- **Labor Market Information (LMI)**

- What is **Labor Market Information**?

- Job Trends – growth or decline
- Job Availability by state, area, etc.
- Occupational Wages
- Job Statistics

- Why do you need it?

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### **Facilitator Notes:**

**Projected Time: 30 mins.**

You may want to explain the difference between Labor Market Information (LMI) and Occupational Information.

LMI is a “big picture” preview of the labor market listing of all the jobs offered in Maine; it tells you about growth prospects or lack of growth in certain areas and industries – what’s hot and what’s not.

Occupational Information is focused on specific occupations, looking at tasks, tools, environment (inside or outside), expectations of abilities/knowledge, wages, and can include long-term growth in that field.

Participants need to explore both short-range and long-range possible employment goals, looking at both occupational information and labor market opportunities in the state of North Dakota.

**Note to Facilitator:** You are preparing to demonstrate how to research Labor Market Information (as indicated on the next slide) and O\*NET (on the slides after that). At this point, you could minimize the PowerPoint screen and open Internet Explorer to do the activity.

**(FYI – Materials Needed:** you will need internet access for the next few slides.)



## Labor Market Information Resources

- **ND Labor Market Information**

- ~~Google Search~~ — Type In ~~Maine Employment Information Guide~~
  - Click On ~~Maine CWRI Home Page~~
  - Click On ~~Career Assistance~~
  - Click On ~~Career Informer~~
  - Click On ~~Maine Statewide~~
  - Type In A Job Of Interest
  - Click On ~~Search~~
  - Explore!



*Place any occupational info gathered in your binder or add the occupation to the list on the "O" page of your **Participant Workbook** next to "Labor Market Information."*

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**Facilitator Notes:** (\*\*you may want to explore this in advance of the class to be sure you know how to navigate this website; things do change.)

**Materials Needed:** Laptops or access to computer center at the school and access to printer for hard-copy results. For lists of related occupations, you could get some from the participants to make the relevance to them.

- Have participants select one of the preferred occupations from their list(s) or a choice of their own, and explore what they can find on this site.
- Have participants follow the directions on the slide to get them to the Maine Department of Labor's Center for Workforce Research & Information (CWRI).

**Encourage** them to print out at least one occupational profile from this site, and put this information into their Participant Workbook.



## What is O\*NET?



- A Department of Labor public website providing information about occupations
- [onetonline.org](http://onetonline.org)
- Accessible – 24/7 and it's FREE!
- Has Job Accommodation links!

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### Facilitator Notes:

**Projected Time: 30 mins.**

At this point, the facilitator will demonstrate how O\*NET works. (More information on next slide.) You could ask one of the participants if they have an occupation in mind and use that for your demonstration. Be sure to go to the bottom of the page, select Maine as the state and look at opportunities in Maine. You can find wage information and job growth statistics.

Remind them that all of these Internet-based sites are available to them anywhere and anytime they want to explore, as long as they have Internet access.

The next slide give details about how to access and use O\*NET.



## How Do I Use O\*NET?

- Go to Internet home page
- In the address bar -
  - Type in [www.onetonline.org](http://www.onetonline.org)
  - Click on **O\*NET Online**
  - Click on “**Find Occupations**” to get occupational information
  - Type in any Job Title



*Print out at least one occupational profile to place in your binder, or add it to your list on the “O” page of your **Participant Workbook** next to “O\*NET.”*

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### Facilitator Notes:

To show O\*Net, you must have access to the internet and type [www.onetonline.org](http://www.onetonline.org) into your address bar on the home page.

If participants have internet access, let them select one of their preferred occupations from their list(s) or a choice of their own, and explore what they can find on this site. Otherwise you could show them how it is done so that they can see the website pages, how they work and where to look for information and what type of information they can find.

Have them follow the steps above to get to O\*NET.

Encourage them to print out at least one occupational profile of interest and insert the printed material into their Participant Workbook.

**Note to Facilitator:** You are now preparing to demonstrate Occupational Outlook Handbook as indicated on the next slide.



## Another Occupational Resource: **Occupational Outlook Handbook**

- Type in [www.bls.gov/oco](http://www.bls.gov/oco) into the address bar
- Follow directions on Home Page or Find “**Search OOH**” box in left-hand column
  - Type in name of occupation
  - Click on “**GO**”
- You can then find the appropriate profile of information for your occupation of interest



*Print out at least one occupational profile and place it in your binder, or add it to the list on the “O” page of your **Participant Workbook** next to “Occupational Outlook Handbook.”*

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### Facilitator Notes:

**Projected Time: 30 mins.**

If the participants have internet access, they could follow the directions on this slide to get to the Occupational Outlook Handbook (OOH) website.

OOH is published every couple of years and is an excellent source of current occupational information.

You may want to have the hard-copy of OOH available so they can see it. This book is not easy to find these days. A Career Center may have one.

Encourage them to print out an OOH profile, and have them compare the kinds of information in an O\*NET profile and an OOH profile. Be sure to instruct them to insert this information into their Participant Handbook.

The next Facilitator demonstration looks at the website for the Career One-Stop Center. Instructions are on the next slide.



## Another Resource: Career One-Stop Centers

- In the address bar of your browser:
  - Type in [www.careeronestop.org](http://www.careeronestop.org) to find
  - A Career Center near you
  - A variety of career and job search resources (FREE)
  - Under the One-Stop banner, you may want to click on: “**Explore Careers**” or “**browse occupations**”



*Print a copy of an occupational profile and place it in your binder, or add it to your list on the “O” page of your **Participant Workbook** next to “Career One-Stop Centers.”*

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### Facilitator Notes:

**Projected Time: 30 mins.**

After the demonstration -

Have participants select one of the preferred occupations from their list(s) or a choice of their own, and explore what they can find on this site.

This exercise will help them find a One-Stop Career Center.

Encourage participants to print a profile from these sites and put a copy in their Participant Workbook under “O” for occupations.

**Remind** them that there are Job Service Centers located throughout the state where they can use a computer, have access to a fax machine, attend workshops on Resume Writing and Interviewing, completing online Applications and resumes and many more services. Encourage them to attend these workshops to supplement their job search skills and expand their support system when looking for employment.



## Internet Resources

- [www.onetonline.org/](http://www.onetonline.org/)
- [www.cacareerzone.org/index.html](http://www.cacareerzone.org/index.html)
- [askjan.org/](http://askjan.org/)
- [www.jobsnd.com/](http://www.jobsnd.com/)
- [www.employmentforme.org](http://www.employmentforme.org)

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### Facilitator Notes:

We have used some of these sites during the workshop so participants will be familiar with them as they do their own research.

Introduce participants to these additional websites.

Encourage them to explore them on their own time. These resources are helpful for job search activities.

The next page has more resources related to activities. After slide 178, you will find a synopsis of these websites providing you with information about the content.



## More Internet Resources

### Activities

- [www.ioscar.org/tx/oscar.asp](http://www.ioscar.org/tx/oscar.asp)
- [www.cmi-lmi.com/kingdomality.html](http://www.cmi-lmi.com/kingdomality.html)
- [www.imaginon.org/fun/whippingboy/createacoatofarms.asp](http://www.imaginon.org/fun/whippingboy/createacoatofarms.asp)

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### **Facilitator Notes:**

As a facilitator, you will want to be familiar with these sites in case they ask questions in regard to them.

After this slide, you will find a synopsis of these websites providing you with information about the content of each.



## **Where Do I Find All the Different Kinds of Information?**

How about playing a Career Search  
Scavenger Hunt?

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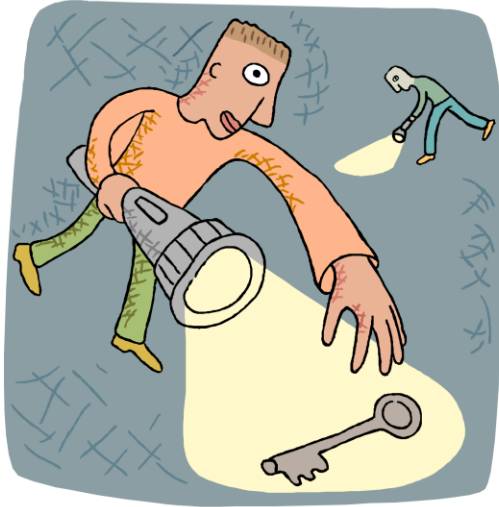
### **Facilitator Notes:**

This exercise will allow the participants to explore and use all of the previous resources.

The next slide contains the instruction for this exercise.



## Career Search Scavenger Hunt



- Descriptions?
- Salaries?
- Education / Training Needed?
- Skills Needed?
- Benefits?
- Where could I get training?

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### Facilitator Notes:

**Projected Time: 45 mins.**

This is a version of the exercise that can be used with or without access to the internet. Copies of both versions are in the Participant Workbook and Facilitator Manual.

### Materials Needed:

Computer access/ career search booklets; rubber stamp with ink/stickers; work sheet; mall prizes (optional)

In this activity, students will be asked to search the internet to find information about different careers. Students will record the information on their worksheet and receive either a stamp or a sticker for the different questions, once they have been checked by the instructor.

If the internet is not available, the instructor should provide booklets with information about different careers and educational opportunities for the students to look through.

In order to prevent students from rushing through the worksheet, it is a good idea, if using prizes, to give each student a prize when they finish the worksheet.

You will find the different questions on the sheets following this slide in the Facilitator Manual. Please feel free to add some of your own questions.



## Jenga Questions Game

How much have you learned about you  
and possible occupations?

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### Facilitator Notes:

**Projected Time: 45 mins.**

### Jenga Questions Game

The object of the game is to help the participants get to know themselves better, to help them to think about different occupations and to prepare them for the kind of questions that may come up in an interview. During the game, you will need to have a system for keeping score for each student that participates.

### Materials Needed:

Jenga Game; Permanent Marker; Small Stick on Labels that will fit onto the Jenga Blocks; and the Small Prize is optional. **This game needs to be prepared in advance. The blocks can be reused, so make sure to make them part of your toolbox.**

**Preparation:** Stick the different questions for the students to answer on one side of the blocks from the Jenga game.

**To Play the Game:** explain how the game works and the rules of the game.

- When students pull out a block, they are required to read and answer the question for it to count.
- Each block answered provides the student with one point.
- The student with the most points at the end of the game wins.

A copy of the game and questions follows this slide in the Facilitator Manual.

Following this game, you will be talking about informational interviewing, job shadows, and volunteering.